To Kill a Mockingbird Unit

Content

Students will explore how the novel form can be used to embody and explore differences between truth and society’s mores, between true justice and cultural taboos, as well as being an ideal vehicle for exploring the importance of seeing from another’s perspective when understanding what motivates others and describing the journey to adulthood and how socio-economic background, parenting style and key life events are what truly constitute education. As part of this exploration students will learn (through oral and written activities) about key elements of the novel form, in particular: first person narrative and its role in creating perspective; the use of the unreliable narrator to suggest the difference between the child’s and adult’s perspective and challenge reader prejudice ; the content and structure of the plot to explore notions of education; the use of particular symbols to explore justice and cultural mores; foreshadowing; the effective creation of characters and settings to enrich the story, create authenticity and explore ideas about justice, education and empathy. To explore these latter themes and develop their skills in speaking and writing in different forms, for different purposes and to different audiences students will: discuss and undertake role plays in pairs, groups and as a whole class; write short stories, journals, reports and newspaper articles, looking at the language or news articles with particuar focus on creating the cultural bias of the era of the novel. Drawing together their study of the novel students will be reminded of the TEEL form of essays and write a text response essay that explores the ideas of education, perspective and truth studied in relation to the text.

Summative written products : Own first person narrative about childhood incident, re-written section from another character’s perspective (Both pieces will employ fiction writing skills – plot structure/dialogue/setting/characterisation – even symbols and foreshadowing,) news report of trial, confidential report by Heck Tate of murder of Bob Ewell,

Key Terms: First person narrative, unreliable narrator, The depression, white trash, Civil War of USA, segregation, foreshadowing, foil, symbol, themes, bias, tension, climax, resolution,

Skills

Ability to use

Understanding

Skills

Writing

Resources

Visible thinking routines

<http://pzweb.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/321Bridge/321Bridge_Routine.html>

10englishwhi.wikispaces.com – See page for novel with resources

To Klls a Mockingbird – Heinemann Study Guide with Activities

Forms of Narrative -

Film To Kill a Mockingbird

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| Acitivites to Facilitate Learning | Resources | Student Product | Assessment |
| Class discusses how they saw world differently as children and what they thought strange about adult activities. Consider what differences between children and adults these thoughts relate to e.g. tidying your room being strange – is not fully taking responsibility for one’s life; not understanding why wars happen is related to the purity of children’s reason and natural sense of justice not being affected by cultural codes; not wanting to have a bath or take medicine is not being aware of how to keep safe etc . |  |  |  |
| Watch the film – in order to get he broad arc of the story clear and be introduced to the themes and cultural context.  Do 321 activity.  Three thoughts, two questions and 1 analogy – collect as a whole class. (Havard Visible Thinking)  See if this unpacks some of the key themes. Talk about the themes you will explore – what really is the right things to do? What is education really? what really helps you grow up? Perspective – how empathy matters.  Have table of four columns : Chapter, Empahty, Justice and Education – keep notes as go through book  Chap 1 = Boo – not understanding - exaggerating. | Possibly poster paper for 321 | Notes 321  Ongoing theme table – empatny, justic and education |  |
| Ask the students to list what extra information we need to understand the cultural context of the story:  Situation of black people  Geography and history of area  Civil War  The Depression – politics of time  Civil Rights Movement – relevant to time of publication  Get them to write questions. Show ppt and handout and answer questions | Heinemann text study notes  Wiki resources | Notes on cultural context |  |
| Unreliable narrator – child’s perspective  Ask students to tell each other story of getting into trouble when young. Ask them to say it once as if they are the age at which it happened and again now. Listener notes down differences between two and what elements of the story were interesting to listen to and why. General class discussion and some direct instruction about first person narrative – uses I, we, can only include what that person sees. Needs to have certain character traits – inquisitive, adventurous so that we can see the action. (Boo would have made a lousy narrator of the whole book1!) Talk about why Lee uses first person, but the adult and how she sometimes leaves the child’s perspective without comment – reader is forced into child’s perspective – feels can’t adopt prejudiced ‘adult” perspective (Novel published in 1960 about 1930s – about challenging the reader of the time as only at start of civil rights movement)  Chapter 1 - 6 summarise and read out extracts that illustrate notions of unreliable narrator, child’s pespective etc as well as effective characterisation, setting, dialogue (Look particularly at sections relating to Boo) Drafting and writing their own story of incident like pants getting caught. Explicit teaching of dialogue, setting, character creation (show not tell with description to give idea of character traits). Also teaching on use of verbs and judicious use(not overuse) of adjectives etc for desciptive writing. May do final version as a timed activity in class – VCE prep.  Also keeping notes on Empathy, Justice and Education as go through. Very much teacher led at this stage.  1 = Note cultural socio/economic info and urban mysths surrounding Radleys and Boo. Child’s play and perspective  2 + 3 = Education – Walter/school – treating all as equals  4 = Gifts in the tree  5 = Maud explains Boo to Scout – allows for another adult reasonable perspective – empathy and education themes?  6 – Visiting Radleys in dark. |  | Notes on narration  Draft and final version of short story |  |
| Chapters 7- 15  Key points for Empathy, Justice Education - Do as jigsaw exercise. Divide class in half or thirds (depending on class size) each person in groups has one of the chapters. Then go into expert groups – two or three for each chapter – note down key points in relation to the key themes of education, truth/justice, empathy/perspective.  7 = Jem’s tears – the blocked up tree (Nathan Radley)  8 = Boo secretly puts the blanket on Scout (Boo)  9 = Nigger love – attitudes of the town  10 – Atticus shoots the dog – what Jem learns (Calpurnia or Miss Maudie)  11 – Reading to Mrs Dubose – learning about courage (Mrs Dubose)  12 – Going to the black church – justice and education (Lula)  13 – Aunt Alexandria – cultural mores – class et – education/  14 – Dill – responsible parenting – his parents foil to Atticu  15 – The near lynching (Atticus)  Go back to home groups and share – others listen and write  Students can choose to re-write any one of the above chapters except 9, 13.and 14 In brackets after I’ve put who they should write as. They should aim to employ some of the existing vocabulary - words that are new to them. As help Teacher will be Mrs Dubose and Atticus and class will ask teacher in role as those characters  Again a timed activity in class.  At this point in term they will also have a test for knowledge only of plot for WHOLE BOOK. Should include the table of matching character name to character description and possibly |  |  |  |
| Chapters 16 – 22  Go over 16 and see it as intro to trial. Then explain they will be writing the report of the trial written by Mr B B Underwood. Discussion and explicit teaching about inverted pyramid structure of news article, style of language used, how supposedly objective, but can be biased. Looking at examples of bias. Re-reading chapters and noting key points to include in news article.  Also add to theme notes  After verdict at end of 21 have everyone in class be different characters in the book and sit in a circle and then state their opinions on the verdict and the trial.  Drafting in class  Writing news article in timed conditions. |  |  |  |
| Chapters 23 – 26  Briefly go over – continuing notes on themes |  |  |  |
| Explain they will be writing a confidential report by Heck Tate about the real events surrounding death of Bob Ewell. Will look at examples of reports  Read the chapters and find the clues and explore. Also fill in plot table. |  |  |  |
| Discuss who are the mockinbirds.  Go back and do 321 and then the bridge – which is noting differences between first and last. |  |  |  |
| Play the dominoes game at the end – You get a card with an answer and a question. When you hear a question that you think you have the answer to you shout it out! See Wiki for resources |  |  |  |
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